



## ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9850 E. 29th Street, Tucson, AZ 85748

Tucson Unified District

### AZ LEARNS<sup>1</sup>

#### Elementary Achievement Profile (a)

2005-06 Performing Plus  
2004-05 Performing Plus  
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

### No Child Left Behind

#### Adequate Yearly Progress (b)

2005-06 Met  
2004-05 Met  
2003-04 Met

#### School Improvement Status (b)

2005-06 N/A  
2004-05 N/A  
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

### School Overview

Principal/Administrator : Mr. John Edward Bellisario  
Schedule : 07:30 AM to 04:00 PM  
Grades : K-5  
Web Address :  
Phone Number : (520) 731-4200  
Fax Number : (520) 731-4201  
E-mail : john.bellisario@tusd1.org

### Mission

Dunham is a community that strives to help every child be a successful learner in a collaborative, nurturing environment that promotes Positive Behavior, responsibility and academic excellence.

### School / Academic Goals

- ü Within the Literacy Block, students are continually assessed and grouped by ability for reading and language arts instruction within the class. Teachers collaborate for planning.
- ü The school community practices Positive Behavior strategies to promote responsibility and positive decision making. Students are trained to learn strategies for peer mediation.

### Enrollment

October 1, 2005 School Year Student Enrollment : 348  
Accepting New Students in 2005-06 Under Open Enrollment Law : <sup>2</sup> Yes  
Number of Students Attending Under Open Enrollment in 2005-06 : 36

## Instructional Programs

- Literacy Block: 90 Minutes Daily
- 60 Min Daily Math Instruction
- Full-Day Kindergarten
- Fine Arts Program: Music + Visual Arts
- Before and after school instruction

## Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	5 hours 35 minutes
First Day of School :	8/15/2005
Last Day of School :	5/24/2006

## Shared Responsibilities

### School

A safe environment with clear and consistent expectations is maintained. Parent involvement is encouraged through our school newspaper, monthly classroom newsletters and parent educational opportunities. Celebrations of achievement are recognized.

### Parents

Parent responsibilities include ensuring regular and timely attendance; ongoing communication with school and active participation in the school community. Parents model lifelong learning and maintain high expectations for student achievement.

## Transportation Policy

We follow our district's transportation policy (available on request).

## School Honors

### Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
• March of Dimes Award	2000
• Southern Arizona Juvenile Arthritis Fund	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	4704	80010	98	99	99	454	443	447	6	11	10	11	20	18	65	54	53	19	14	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	2282	38935	96	99	99	455	444	447	4	9	9	16	20	19	60	57	55	20	14	17
Male	29	2422	40974	100	99	98	453	441	448	7	12	11	7	21	18	69	52	52	17	15	19
African American	NC	311	4201	NC	98	99	NC	426	430	NC	20	17	NC	23	23	NC	49	51	NC	8	9
Hispanic	22	2729	34545	100	99	99	444	435	432	9	12	14	18	24	24	55	54	53	18	10	9
Asian/Pacific Islander	--	111	2068	--	97	99	--	472	474	--	5	4	--	12	10	--	54	50	--	29	36
American Indian/Alaskan Native	NC	182	3979	NC	97	96	NC	425	424	NC	15	17	NC	26	30	NC	54	47	NC	5	6
White	24	1370	35142	96	99	99	468	462	465	NA	6	5	4	12	11	75	57	56	21	26	28
Students with Disabilities	NC	594	10161	NC	94	93	NC	415	419	NC	30	28	NC	27	28	NC	37	36	NC	6	8
Students without Disabilities	45	4110	69849	98	100	100	461	446	451	NA	8	7	11	19	17	67	57	56	22	16	19
Limited English Proficient Students	NC	739	14013	NC	98	97	NC	410	413	NC	27	24	NC	35	34	NC	35	39	NC	3	3
Migrant Students	--	NC	603	--	NC	96	--	NC	417	--	NC	22	--	NC	32	--	NC	42	--	NC	4
Economically Disadvantaged	18	2469	39029	100	99	98	445	435	432	11	12	14	6	24	25	72	54	52	11	9	9
Non-Economically Disadvantaged	36	2235	40981	97	99	100	458	451	462	3	9	6	14	16	13	61	54	54	22	20	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	4701	79438	100	99	98	444	446	451	9	10	9	29	27	24	58	55	56	4	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2284	38775	100	99	99	448	453	457	4	8	7	35	24	22	58	58	58	4	11	13
Male	29	2417	40560	100	99	97	440	440	446	14	13	12	24	29	25	59	52	54	3	6	9
African American	NC	311	4178	NC	98	98	NC	436	439	NC	16	13	NC	30	29	NC	50	52	NC	5	6
Hispanic	22	2723	34297	100	99	98	438	438	434	14	12	14	32	30	31	55	52	50	NA	5	5
Asian/Pacific Islander	--	111	2063	--	97	99	--	474	475	--	4	3	--	14	15	--	65	63	--	17	20
American Indian/Alaskan Native	NC	186	3940	NC	99	95	NC	432	429	NC	14	14	NC	34	36	NC	49	47	NC	3	3
White	25	1369	34887	100	99	98	455	465	471	4	5	4	20	18	15	68	62	63	8	15	18
Students with Disabilities	NC	585	9588	NC	93	88	NC	410	416	NC	30	30	NC	36	32	NC	32	34	NC	3	5
Students without Disabilities	46	4116	69850	100	100	100	455	451	456	NA	8	7	30	25	23	65	58	59	4	9	12
Limited English Proficient Students	NC	734	13856	NC	98	96	NC	403	407	NC	29	27	NC	44	43	NC	26	29	NC	0	1
Migrant Students	--	NC	600	--	NC	96	--	NC	418	--	NC	22	--	NC	38	--	NC	39	--	NC	2
Economically Disadvantaged	18	2460	38685	100	98	97	429	437	435	22	12	14	22	30	32	56	53	50	NA	4	5
Non-Economically Disadvantaged	37	2241	40753	100	99	99	451	456	467	3	8	5	32	23	16	59	57	62	5	13	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	4706	79971	98	99	99	446	420	423	2	7	8	31	43	41	63	48	49	4	2	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	26	2287	38974	100	99	99	460	432	437	NA	5	5	19	36	33	77	57	57	4	2	4
Male	28	2419	40895	97	99	98	432	408	410	4	9	10	43	50	47	50	40	41	4	1	2
African American	NC	311	4203	NC	98	99	NC	407	411	NC	12	11	NC	45	45	NC	42	43	NC	1	2
Hispanic	22	2724	34481	100	99	99	459	416	410	NA	7	10	36	46	46	55	46	43	9	1	1
Asian/Pacific Islander	--	113	2067	--	98	99	--	438	449	--	6	4	--	37	28	--	51	60	--	5	8
American Indian/Alaskan Native	NC	185	3995	NC	98	96	NC	414	409	NC	9	10	NC	43	47	NC	49	42	NC	NA	1
White	24	1373	35150	96	99	99	443	430	437	NA	5	5	25	38	35	75	54	56	NA	3	5
Students with Disabilities	NC	604	10258	NC	96	94	NC	373	377	NC	22	23	NC	55	51	NC	23	25	NC	1	1
Students without Disabilities	46	4102	69713	100	99	100	457	426	429	NA	5	5	22	41	39	74	52	52	4	2	3
Limited English Proficient Students	NC	741	13985	NC	99	97	NC	378	382	NC	19	18	NC	56	54	NC	25	27	NC	0	0
Migrant Students	--	NC	608	--	NC	97	--	NC	389	--	NC	16	--	NC	50	--	NC	33	--	NC	0
Economically Disadvantaged	17	2467	38994	94	99	98	446	414	409	NA	8	10	35	47	47	59	45	41	6	1	1
Non-Economically Disadvantaged	37	2239	40977	100	99	100	445	427	437	3	6	5	30	39	34	65	53	56	3	2	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	4554	80147	100	98	99	487	474	482	8	13	11	17	20	17	46	48	49	29	19	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2200	39281	100	98	99	484	475	483	8	11	9	17	22	17	54	48	50	21	19	24
Male	35	2352	40780	100	97	98	490	473	482	9	14	12	17	19	17	40	48	48	34	18	24
African American	NC	314	4249	NC	97	99	NC	463	464	NC	18	17	NC	19	22	NC	49	48	NC	14	13
Hispanic	12	2529	33494	100	98	99	491	466	466	8	15	15	17	24	23	25	47	49	50	14	14
Asian/Pacific Islander	NC	109	2103	NC	99	99	NC	508	515	NC	7	4	NC	6	8	NC	49	44	NC	39	45
American Indian/Alaskan Native	NC	219	4117	NC	95	96	NC	447	456	NC	25	19	NC	31	27	NC	37	46	NC	7	8
White	33	1383	36122	100	98	99	493	492	501	9	7	5	15	14	10	48	51	50	27	28	35
Students with Disabilities	NC	589	10295	NC	88	92	NC	439	443	NC	35	33	NC	26	26	NC	34	33	NC	6	8
Students without Disabilities	50	3965	69852	100	100	100	499	479	488	2	10	7	16	20	16	48	50	51	34	21	26
Limited English Proficient Students	NC	669	12722	NC	97	97	NC	439	441	NC	27	27	NC	35	33	NC	34	37	NC	3	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	12	2431	38371	100	97	97	460	464	465	17	16	15	25	24	23	42	47	49	17	13	13
Non-Economically Disadvantaged	47	2123	41776	100	98	100	494	485	498	6	9	6	15	16	11	47	49	49	32	25	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	59	4563	79686	100	98	98	472	463	470	8	13	11	19	27	24	69	53	57	3	6	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2214	39163	100	99	99	471	468	475	8	10	9	17	25	22	75	57	60	NA	8	10
Male	35	2347	40438	100	97	97	473	457	465	9	16	13	20	30	25	66	49	54	6	5	7
African American	NC	318	4228	NC	98	98	NC	454	458	NC	19	15	NC	27	28	NC	49	53	NC	5	4
Hispanic	12	2525	33299	100	98	98	473	454	452	8	16	17	25	32	32	67	48	47	NA	4	3
Asian/Pacific Islander	NC	109	2097	NC	99	99	NC	484	490	NC	6	5	NC	12	13	NC	73	68	NC	8	14
American Indian/Alaskan Native	NC	223	4087	NC	97	96	NC	445	446	NC	21	16	NC	35	38	NC	43	44	NC	2	2
White	33	1388	35914	100	99	98	473	482	489	9	6	5	21	19	15	64	63	67	6	12	14
Students with Disabilities	NC	593	9808	NC	88	87	NC	425	432	NC	37	35	NC	32	32	NC	28	30	NC	3	3
Students without Disabilities	50	3970	69878	100	100	100	480	468	475	2	9	8	18	27	23	76	57	61	4	7	9
Limited English Proficient Students	NC	666	12594	NC	97	96	NC	420	422	NC	34	34	NC	47	45	NC	19	21	NC	0	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	12	2438	38095	100	98	97	464	452	452	17	17	17	17	32	32	58	48	48	8	3	3
Non-Economically Disadvantaged	47	2125	41591	100	98	99	474	475	486	6	9	6	19	23	16	72	59	65	2	10	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	58	4592	80372	98	99	99	474	474	475	5	4	4	26	31	30	69	64	64	NA	2	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	2219	39452	100	99	99	480	485	488	8	3	3	13	22	22	79	72	72	NA	2	3
Male	34	2371	40836	97	98	98	469	463	464	3	5	6	35	38	37	62	56	56	NA	1	1
African American	NC	319	4264	NC	98	99	NC	459	465	NC	8	5	NC	33	35	NC	57	59	NC	2	1
Hispanic	12	2551	33608	100	99	99	491	469	462	NA	5	6	25	33	36	75	61	57	NA	1	1
Asian/Pacific Islander	NC	110	2098	NC	100	99	NC	487	500	NC	3	2	NC	19	16	NC	76	75	NC	2	7
American Indian/Alaskan Native	NC	224	4128	NC	97	97	NC	462	464	NC	5	4	NC	37	39	NC	58	56	NC	NA	1
White	33	1388	36213	100	99	99	469	486	489	6	2	2	30	26	22	64	69	72	NA	3	3
Students with Disabilities	NC	628	10526	NC	93	94	NC	427	427	NC	14	15	NC	53	53	NC	32	31	NC	1	1
Students without Disabilities	49	3964	69846	98	100	100	480	480	482	4	3	3	18	27	26	78	69	69	NA	2	2
Limited English Proficient Students	NC	674	12747	NC	98	97	NC	426	432	NC	14	12	NC	51	52	NC	34	36	NC	0	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	12	2454	38521	100	98	98	426	463	461	25	6	6	25	35	38	50	59	55	NA	1	1
Non-Economically Disadvantaged	46	2138	41851	98	99	100	486	485	489	NA	2	3	26	26	22	74	69	72	NA	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 <sup>3</sup>

## 5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4552	79306	100	98	99	527	496	504	7	16	13	15	23	20	48	47	49	31	15	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2186	38845	100	98	99	528	496	505	7	14	11	10	24	20	48	49	50	34	14	18
Male	32	2365	40383	100	97	98	526	496	504	6	18	14	19	22	19	47	45	47	28	15	19
African American	NC	277	4171	NC	99	98	NC	484	485	NC	21	20	NC	24	26	NC	46	44	NC	9	10
Hispanic	14	2530	32673	100	98	99	532	485	487	NA	19	18	14	27	25	57	45	46	29	9	10
Asian/Pacific Islander	NC	131	2147	NC	98	99	NC	532	539	NC	5	5	NC	11	10	NC	49	46	NC	35	40
American Indian/Alaskan Native	--	194	4034	--	100	97	--	469	479	--	31	22	--	27	29	--	41	43	--	2	7
White	43	1420	36234	100	97	99	530	517	523	7	8	6	14	16	13	44	51	52	35	25	28
Students with Disabilities	NC	573	10286	NC	85	91	NC	456	462	NC	44	41	NC	29	27	NC	23	27	NC	3	5
Students without Disabilities	53	3979	69020	100	100	100	537	501	510	4	12	9	9	22	18	51	50	52	36	16	21
Limited English Proficient Students	--	593	10291	--	96	96	--	456	458	--	41	38	--	32	34	--	26	26	--	1	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	19	2380	37437	100	98	97	496	484	486	16	20	19	26	26	26	53	45	46	5	9	9
Non-Economically Disadvantaged	42	2172	41869	100	98	100	541	508	521	2	11	7	10	18	14	45	49	51	43	21	27

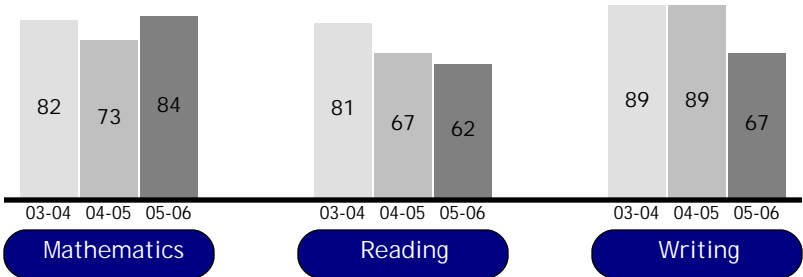
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4596	79000	100	99	98	505	483	489	7	11	10	13	28	24	70	54	58	10	7	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2204	38774	100	99	99	514	488	494	3	7	7	17	27	22	66	57	61	14	8	10
Male	32	2391	40150	100	98	98	497	479	485	9	14	12	9	28	25	75	53	55	6	6	8
African American	NC	279	4153	NC	99	98	NC	477	476	NC	15	13	NC	25	30	NC	53	53	NC	7	4
Hispanic	14	2553	32508	100	99	98	513	473	472	NA	13	15	14	34	33	64	49	49	21	4	3
Asian/Pacific Islander	NC	134	2142	NC	100	99	NC	503	510	NC	3	4	NC	21	14	NC	63	67	NC	13	16
American Indian/Alaskan Native	--	195	4016	--	100	96	--	467	467	--	13	14	--	39	37	--	46	46	--	2	2
White	43	1435	36135	100	98	98	505	503	508	9	6	4	9	17	14	74	64	67	7	13	15
Students with Disabilities	NC	617	9991	NC	91	88	NC	442	449	NC	38	33	NC	37	36	NC	24	29	NC	2	2
Students without Disabilities	53	3979	69009	100	100	100	514	489	495	4	7	6	8	26	22	77	59	62	11	8	10
Limited English Proficient Students	--	604	10199	--	97	95	--	439	439	--	34	35	--	47	47	--	18	18	--	0	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	19	2403	37234	100	98	97	478	472	472	16	14	15	26	34	33	53	49	50	5	3	3
Non-Economically Disadvantaged	42	2193	41766	100	99	99	517	495	505	2	8	5	7	21	16	79	60	65	12	11	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	61	4607	79611	100	99	99	531	500	496	2	5	7	21	36	37	74	58	56	3	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	29	2206	39016	100	99	99	550	514	511	NA	3	4	17	26	29	79	70	66	3	1	1
Male	32	2400	40519	100	99	98	514	488	482	3	7	10	25	44	44	69	48	46	3	0	0
African American	NC	279	4188	NC	99	98	NC	495	486	NC	6	9	NC	42	40	NC	51	50	NC	0	0
Hispanic	14	2557	32855	100	99	99	547	495	481	NA	6	10	21	39	43	79	55	47	NA	0	0
Asian/Pacific Islander	NC	134	2149	NC	100	100	NC	524	519	NC	2	4	NC	28	24	NC	69	70	NC	1	2
American Indian/Alaskan Native	--	192	3992	--	99	96	--	489	478	--	5	10	--	45	46	--	49	44	--	1	0
White	43	1445	36380	100	99	99	527	510	511	2	4	4	23	29	30	70	66	65	5	1	1
Students with Disabilities	NC	643	10664	NC	95	94	NC	442	440	NC	20	23	NC	57	54	NC	22	22	NC	1	1
Students without Disabilities	53	3964	68947	100	100	100	539	509	504	2	3	4	15	32	34	79	64	61	4	0	1
Limited English Proficient Students	--	609	10362	--	98	97	--	448	438	--	17	22	--	58	57	--	25	21	--	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	19	2415	37626	100	99	98	513	492	479	NA	6	10	32	41	45	68	52	45	NA	0	0
Non-Economically Disadvantaged	42	2192	41985	100	99	100	539	510	511	2	4	4	17	30	30	76	65	65	5	1	1

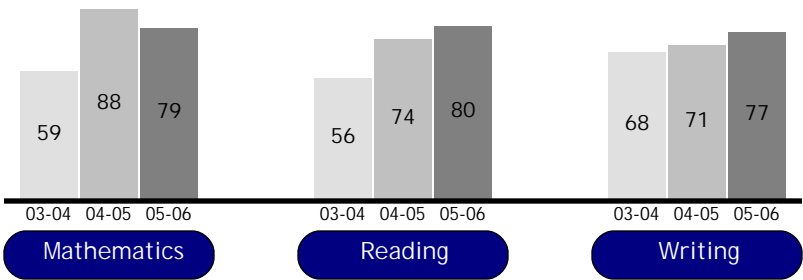
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

#### Glossary:

##### Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

##### Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

##### Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

##### Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

##### Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

## Achievement Test Results

## Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	95	59	NA	58	97	44	43	47	100	59	44	46
	Language	95	56	45	50	97	40	42	47	100	56	44	48
	Mathematics	95	75	56	64	98	56	48	50	100	61	50	52
3	Reading	97	58	NA	55	98	46	41	44	100	41	43	46
	Language	96	68	56	61	98	40	40	44	100	43	43	46
	Mathematics	96	66	53	61	100	50	47	51	100	52	48	52
4	Reading	97	56	NA	56	100	54	43	48	100	54	46	52
	Language	97	57	45	52	100	55	44	49	100	56	48	52
	Mathematics	97	61	50	61	100	63	48	53	100	58	52	58
5	Reading	99	59	NA	55	100	52	46	50	100	63	50	56
	Language	99	52	41	49	100	54	46	50	100	67	50	54
	Mathematics	99	63	53	63	100	58	45	49	100	65	48	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at [www.ade.az.gov/standards/](http://www.ade.az.gov/standards/)

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."



### School Site Council

#### Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 4 Teacher(s)
- 5 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

#### Council Duties

- Ü Instructional Strategies
- Ü Parent/Educator Relations
- Ü Environment/School Climate
- Ü Tax Credit Issues
- Ü School Safety Issues
- Ü Personnel Decisions

### Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	18.00
Other Professional Staff	1.50	Teacher Aide	4.00

### Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	1	0	0
4 to 6 years	3	3	0	0
7 to 9 years	0	0	0	0
10 or more years	1	7	0	0

### Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	19
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	0%

### Resources Available at School Site

#### Special Facilities

- Ü Computer Lab
- Ü K-2 Autism self contained
- Ü Cross Categ./BreakThrough Resource Ctr.

#### Extracurricular Activities

- Ü Student Council
- Ü Math matters
- Ü Peer Mediators
- Ü Band/Orchestra

#### Social Services

- Ü Afterschool Program
- Ü DES
- Ü Crisis Intervention
- Ü PTA

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

ü Student achievement made significant gains in reading, language and math on Stanford 9, AIMS and district assessment.

ü School Council successfully campaigned for increases in tax credit donations that funds the fine arts program at Dunham.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate <sup>4</sup>	95	95	94	95
Promotion Rate <sup>5</sup>	91	89	88	73
Graduation Rate <sup>6</sup>	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

## School Safety

## School-level Efforts to Ensure a Safe and Healthy Learning Environment

We maintain active involvement with the Positive Behavior philosophy. Students are trained in conflict resolution and peer mediation. The school encourages parent participation. Active School Council, Student Council and Peace Coaches are maintained.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

## Contacts

	Name	Phone Number
School Site Council	John E. Bellisario	(520) 731-4200
Transportation Policy	Ron Stacy	(520) 617-7020
Community Resources	John E. Bellisario	(520) 731-4200
School Nutrition Programs	Evelyn Cisney	(520) 731-4223
Parent Organization	Corrina Serna	(520) 731-4240
Student Health/Nurse	Jan Hart-Fast	(520) 731-4217

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at [www.ade.az.gov/srcs](http://www.ade.az.gov/srcs) on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

## ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

### DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

## TITLE I TERMS

### Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

### Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

### Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

### Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

### Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at [www.ade.az.gov/azlearns](http://www.ade.az.gov/azlearns).

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at [www.ade.az.gov/researchpolicy/grad](http://www.ade.az.gov/researchpolicy/grad).

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2006

Total cost of printing: 16 Pages X .0243 Per page X 150 Copies = \$58.00

\*\* If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

\*\* Due to booklet size printing, print copies are produced in multiples of 4.